

## Spring 2013: SPND 453 – 60

### Technology for Cognitive and Language Development and Alternate Assessment

<b>Instructor</b>	Madalaine Pugliese, Assistive Technology Graduate Program Coordinator
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<b>Office hours</b>	1 hour before and after class and/or by appointment
<b>Class Wiki</b>	<a href="http://spnd453cohort5.wikispaces.com">http://spnd453cohort5.wikispaces.com</a>
<b>Class place &amp; time</b> TEC Collaborative	January 18, 19, 20; then February 8, 9, 10 Fridays 5:00 – 10:00 PM; Saturdays and Sundays 8:30 AM - 4:30 PM

#### **Course description:**

Learn software selection strategies and examine an extensive collection gathered to create a supportive curriculum-based learning environment for learners with developmental delay. Create long range plans to address computer based needs for learners of developing skills. Use developmentally appropriate access devices and authoring tools to design learning along a continuum of language and cognitive development. Design alternative assessment methods to show what individual learners achieve. Students will design implementation strategies for alternate assessment and create activities for access to the modified curriculum standards.

#### **Course Dates:**

##### **Class #1 – January 18**

Class Overview

Introduction to Alternate Assessment and Tools for learners with cognitive and language delay

Stages Framework: Stages One and Two

Cause and Effect and Language Readiness

##### **Class #2 – January 19**

Stages Three - Seven

Emerging Language, Early Concepts, Advanced Concepts, Functional Learning and Written Expression

##### **Class #3 – January 20 – Guest Speaker Patti Weismer – Special Education, Wellesley Schools**

Implementation Strategies and Best Practice Model for Emerging Literacy Success

Curriculum Project Design – Using Clicker6 to design meaningful literacy activities

##### **Class #4 – February 8 – Guest Speaker Debra Reichard, DESE**

Alternate Assessment Mandates - Assessment tools

Alternate Assessment Tools – Jigsaw exploration

##### **Class #5 – February 9**

Implementation Strategies for diagnostic/prescriptive decision making

Accessible Software Curriculum Library Marathon

##### **Class #6 – February 10**

Accessible Software Curriculum Library Marathon

Draft Assistive Technology Evaluation Report and Apps Case Study

**Course Texts:**

Ault, Melinda J. and Bausch, Margaret (Eds). Apps for All Students: A Teacher's Desktop Guide. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2012.

Pugliese, M. (2002) *Stages: Software Solutions for Special Needs*, Cambium Learning Technologies, Inc., Bedford, MA.

M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.

Course Binder and other related materials – fee TBA

**Recommended Books:**

- See references in textbook
- *Family Information Guide to Assistive Technology and Transition Planning*, Family Center on Technology and Disability, Accompanied by AT Resources CD. Washington, DC.
- The Alliance for Technology Access (2006) *Computer and Web Resources for People With Disabilities*, Hunter House
- Closing the Gap Resource Directory
- Canfield, Helen and Locke, Peggy (1996) *A Book of Possibilities: Activities Using Simple Technology*, AbleNet, Inc.
- King-DeBaun, Pati and Musselwhite, Caroline (1997) *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*, Creative Communicating
- Wilson, Mary (1996). *Sequential Software for Language Intervention and Development*. Laureate Learning Systems, Inc.

**Course Objectives:**

Upon completion of the course the students will:

1. learn an alternative curriculum and develop software selection strategies based on an originally created diagnostic/prescriptive continuum to produce a standards-based supportive learning environment.
2. learn alternative assessment strategies based on contemporary research, which result in providing content for building a custom learner portfolio.
3. learn to create long range plans to address technology-based needs for learners with cognitive and language delay.
4. increase awareness of quality software applications for curriculum-based activities for learners with language and cognitive delay.
5. understand software features that allow for access and use by a variety of learner populations.
6. identify elements of the standard education curriculum for which these applications are appropriate.
7. utilize activity based software tools to measure and record student performance with accessible software activities.
8. analyze, summarize, and report student performance data to aid instructional decision- making regarding technology.
9. define measurable objectives to monitor progress toward achieving stated goals regarding technology.

## **Course on Wikispaces, Email, MS Word, and other use of course technologies:**

Many of your course tools are located on the course wiki. How to get access is in the next section of this syllabus. All course materials will be made available on this site, so you should visit the site regularly and to review the resources that are placed there.

There is frequently communication with the class through email, so you will need to double check that faculty has your current email address.

During the semester you will be using MS Word and Pages to submit your assignments. You are welcome to request assistance make sure that you know how to use MS Word or Pages for ordinary word processing and how to save your work properly.

### **Getting access to the wiki and other resources for this course:**

Materials for this course are available on course wiki. You may see these materials there anytime you wish, using a standard Web browser.

Course wiki <<http://spnd453cohort5.wikispaces.com>>

Other wikis and online resources

Apps wiki <<http://apps4stages.wikispaces.com/>>

Clicker wiki <<http://stagesactivities.wikispaces.com/>>

Delicious page <<http://delicious.com/spnd453>>

## **Academic Requirements:**

### **1. Website Reviews: (10 points) Due on or before February 8**

Each student is expected to identify 5 new websites (2 points each) that offer support for learners with cognitive or language challenge and that are not already listed. First make sure that the website is not yet identified in the course social bookmark page.

<http://delicious.com/spnd453>

Next, download the word processor file from the wiki. Use one of these 4 categories for each website that you recommend:

- 1) Accessibility or AAC, or
- 2) Articles and Information, or
- 3) Resources, or
- 4) Online Learning for Kids.

Enter the URL as an active Hyperlink for the site you select. On the table, put a short description of the site. Must be handed in electronically by attaching a Word file in email.

**Total points possible for Website Reviews = 10 points.**

## **2. Literacy Curriculum Project (12 points) Due January 20 in class**

Clicker6 will be available during class hands-on session on Sunday January 20.

Students will work with guest speaker Patti Weismer to learn the tools and then demonstrate knowledge through applied skills. Students will demonstrate competency in utilizing the authoring tools by designing and creating standards-based customized curriculum activities that are also aligned with the Stages framework. Each activity has a connection to the Frameworks, and targets a particular skill, while overall the student devises design and execution of the customized activity.

Activities will be graded on the following components:

**3 points** for creativity and efficiency in layout design, the technically accurate and functional use of the authoring tool (the activity is simple and it works)

**3 points** for developmental appropriateness for the learner (identify Stage and post to wiki)

**3 points** for correctly incorporating the targeted standards-based skill (site the specific Curriculum Standard or Framework) Curriculum Frameworks for Students with Disabilities as outlined at <http://www.doe.mass.edu/mcas/alt/resources.html>

**3 points** for a written project summary, a one-page description and rationale for the activity, including the information outlined above. Hand this in by email by **Sunday January 20**. Demonstrate the activity in class on **Sunday January 20**.

**Upload and share** your activity to the wiki designed to collect Clicker activities. (Be sure to join first!)

<http://stagesactivities.wikispaces.com/>

**Total points possible for each authoring activity = 12 points. See rubric.**

## **3. Software Review Table: (10 points) Due by the end of the class Sunday February 10**

Each student is expected to participate in software exploration as guided by the lab librarians and instructor. Students will make a 3-column table in your favorite word processor in order to keep notes about at least 10 of the software programs you review in class. In one column put the title, in the second put your notes about the program and in the third, make a curriculum connection using the Curriculum Frameworks for Students with Disabilities as outlined at <http://www.doe.mass.edu/mcas/alt/resources.html>.

**Your table with at least 10 informal software comments will be checked-off by Sunday February 10 and will be completed during class hands-on session. They are worth 1 point each, which can total to a possible 10 points.**

**Total points possible for Software Review Table = 10 points. Checked off in class.**

## **4. Mobile Applications Reviews: (7 points) Due on February 9 or 10**

Students will have access to mobile devices pre-loaded with appropriate apps for learning or therapeutic intervention. Each student is expected to identify 1 mobile device application per Stage (1 point each) that offers support for learners with cognitive or language challenge and keeps data that could be used for primary evidence requirements for alternate assessment. Use the template called "Mobile Apps Reviews .doc" provided on class wiki. Email your file saved as yourname.doc with subject line called "Mobile Apps Reviews",

**Total points possible for Mobile Device Applications Reviews = 7 points. See template file on wiki.**

### **5. Mobile Device App Tutorial (20 points) Due on February 9 or 10**

Each student is expected to create a tutorial for how to use a mobile device app. On the wiki page that corresponds to this assignment you will find 4 files. Two are model tutorial PDF files and the other 2 are templates in Pages or Word for you to use in considering how to make your own tutorials.

1. Visit <http://apps4stages.wikispaces.com/Apps+Tutorials> to see existing tutorials.
2. Select an app from one of the class iPads that has not yet been reviewed. (See Mads List)
3. Open Pages or Word template file on Behavior Tracker Pro and “save as” to create your own file.
4. Replace the existing content with your own step-by-step on how to use the app that you selected.
5. Add key screen shots to enhance the step-by-step process.
6. Be sure you indicate which version of the app you are using
7. Submit your Pages or Word file by email.
8. Submit your PDF file by email – footer to say “Contributed by Graduate Students from the Assistive Technology Program at Simmons College”

**Total points possible for a Mobile Device Tutorial = 20 points. See rubric.**

### **6. Apps Consideration Checklist and Case Study (21 points) Due February 22 via email**

Read chapters 5, 6 and 7 in Apps for All Students: A Teacher's Desktop Guide.

1. Select a student and draft pre-intervention learner profile consistent with Case Studies in either chapter 6 or 7.
2. Review apps that might be appropriate for this student while you are in class
3. Use the Apps Consideration Checklist – download from wiki – fill in Checklist Form
4. Trial app with student
5. Collect pre and post intervention data
6. Create final Case Study describing intervention consistent with Chapter 6 or 7
7. Submit final Case Study and Checklist documents via email

**Total points possible for Apps Consideration Checklist and Case Study = 21 points. Due February 22 in email.**

### **7. Final Project Case Study – Assistive Technology Evaluation Report Draft (20 points)**

After the third session of class, participants are required to begin to prepare a case study in which a student who requires alternate assessment is profiled, assessment strategies are designed, and software and apps as well as adaptive device recommendations are made based on the Stages framework using the report template. You will conduct a formal alternate assessment in one specific skill area using the software provided in class or use any other DESE approved method for collecting primary evidence.

**Draft due Friday February 8:** Students will write a draft of an Assistive Technology Evaluation Report for a learner with special needs whose IEP objectives fall within the Stages framework. The profile should include a description of the learner in one skill area (diagnosis, developmental level and Stage of learning). Using the DESE Alternate Assessment Curriculum Guides, identify curriculum frameworks being addressed. Using the Stages framework, identify needs and capture 3 data points in one skill area as baseline data to benchmark learner. This **draft section** of the project is due at the **beginning of Class #4 on Friday February 8.**

**Important** - review the section about Curriculum Frameworks for Students with Disabilities and see the Required Forms for the Alternate Assessment Portfolio at <http://www.doe.mass.edu/mcas/alt/resources.html> in the DESE MCAS ALT Educators 2013 Manual, which is also available in the Additional Related Resources page your course wiki and on the page dedicated to Deb Hand's course information. Find the forms online that permit you to graph learner performance or create your own graphing strategy using tools of choice.

Bring your baseline data points graphed on one of the DESE graphing forms that you find online. Or create a graph that could serve for your Apps Case Study as well.

Students will be asked to informally present the case study and collected data points on **Saturday February 9 or Sunday February 10**.

**Continuing the draft for your Final Project:** Based on data collected, you will write a Summary Report that will identify learner needs, and then select appropriate practice software programs and apps [5 points] and assistive devices [5 points] for use with the learner. Include a rationale statement that includes software and device features, content etc. and suggest an outcome (i.e., how would the user find success with this software and describe connections to curriculum) [5 points]. Submit progress graphs for at least 2 data points beyond baseline. Finally, submit all of this in a draft Assistive Technology Evaluation Report following the template offered on the class wiki. [5 points]

Each student should submit the final case study by **Friday, February 22**. Please email the project to Madalaine Pugliese at [pugliese@simmons.edu](mailto:pugliese@simmons.edu). Grades for this project will be sent to you via email.

**OPTION: If borrowed, return Stages software to TEC on the 1st night of next class - March 1, 2013**

**Total points possible for draft Final Evaluation Report = 20 points**

### **Total Point Value of All Assignments**

1. Five new Website Reviews = 10 points
2. Literacy or Other Curriculum Clicker 6 Authoring Project = 12 points
3. Software Review Table = 10 points
3. Mobile device apps recommendations – 7 points
4. Mobile device app tutorial – 20 points
5. Apps Consideration Checklist and Case Study = 21 points
7. Final Case Study – Assistive Tech Evaluation Report Draft = 20 points

### **Grading of Written Products:**

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

#### **Grading scale**

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

## **Policies of the Education Department, Simmons College:**

1. This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and *less than perfect attendance will prove difficult, if not impossible, to recover from*. We, the members of the Education Department, believe strongly in the contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department for individual review within one week of the absence. *For every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.*
2. Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and active participation in online and classroom discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation with enthusiasm and constructive tone will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*
3. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.
4. Please refrain from using your cell phone and email during class.
5. All written products must be word-processed.
6. Grammatical/spelling errors result in grade point deductions for written products.
7. Assignments are due on time on the dates indicated. Projects will not be accepted after the due date without consequence. For each day that any paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.

## **Student Need:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

## **Plagiarism:**

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work
2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

## **SPND 453 SCHEDULE and ASSIGNMENTS**

### **Friday #1:**

- Introductions of instructor and class members
- Introduction to course, syllabus, assignments, college policies

Introduction to Alternate Assessment and the Stages Framework: Stages One and Two  
Cause and Effect and Language Readiness

5:00 – 5:30	Introductions and Course Overview
5:30 – 7:00	Overview of Alternative Assessment: National and Local mandates
7:00 – 7:30	Dinner Break
7:30 – 9:30	Stages One , Two and Three Presentation
	Hands-on with assessment tools Ongoing examination of appropriate adaptive access tools
Reading	Pugliese, M. (2002) <i>Stages: Software Solutions for Special Needs</i> , Assistive Technology, Inc., Dedham, MA. (Read Stages 1 - 3)  See article posted in wiki on Required Readings page: Excerpt from DESE Educator's Guide to Alternate Assessment 2013 <a href="http://www.doe.mass.edu/mcas/alt/resources.html">http://www.doe.mass.edu/mcas/alt/resources.html</a> and on Deb Hand's page on the class wiki



## **Saturday #1:**

Stages Three - Seven

Emerging Language, Early Concepts, Advanced Concepts, Functional Learning and Written Expression

8:30 – 12:00	Stages Three, Four and Five Presentation
	Hands-on with assessment tools Ongoing examination of appropriate adaptive access tools
12:00 – 12:30	Lunch Break
12:30 – 4:00	Stage Six and Seven Presentation
	Implementation Strategies <ul style="list-style-type: none"><li>• Preparation: Learner Intake, Environment, Software</li><li>• Making decisions during the assessment session</li><li>• Establishing successful coaching strategies</li></ul>
Reading	Pugliese, M. (2002) <i>Stages: Software Solutions for Special Needs</i> , Assistive Technology, Inc., Dedham, MA. (Read Stages 3 – 7)  DESE Educator's Guide to Alternate Assessment 2013 <a href="http://www.doe.mass.edu/mcas/alt/resources.html">http://www.doe.mass.edu/mcas/alt/resources.html</a>  See "Prepare in Advance" section for Sunday

## **Sunday #1**

Implementation Strategies and Best Practice Models

Literacy Curriculum Project Design

8:30 – 11:30	<b><i>Best Practice in Early and Emerging Literacy</i></b> Guest Speaker– Patti Weismer, Special Education, Wellesley Schools
11:30 – 12:00	Lunch Break
12:00 – 4:30	Clicker 6 Curriculum Project Design (Hands-on)
	Hands-on lab Create appropriate curriculum activities for your learner in Clicker5 See syllabus for project guidelines
Prepare in advance	1. Read <u>Integrating Technology Into Instruction: What's Working in Inclusive Classrooms.</u> , Chapter 2, <i>Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms.</i>  2. Please read 4-page document that covers the basics of "getting started" with Clicker6 that you find on the wiki or on the web page below  3. Go to: <a href="http://www.cricksoft.com/us/products/tools/clicker/training/getting-started.aspx">http://www.cricksoft.com/us/products/tools/clicker/training/getting-started.aspx</a>

	<p>Read the Clicker 6 Guide so you will be ready to create during class</p> <p>4. Get to know Clicker 6 with these quick videos. The web page has various 90-second videos to help begin getting started with Clicker6. It is nice to use alongside the 4 page getting started document above.</p> <p>5. Register as a user on LearningGrids: <a href="http://www.learninggrids.com/us">http://www.learninggrids.com/us</a> - Be sure that you remember the login that you created! Start looking for grids that you can use with students and bookmark them</p>
In class Assignment	<p>Upload your Clicker6 literacy activity to our class Wiki</p> <p><a href="http://stagesactivities.wikispaces.com/">http://stagesactivities.wikispaces.com/</a></p>

### **Friday #2:**

Alternate Assessment Mandates

Implementation Strategies and Best Practice Models

<p>5:00 – 7:00</p> <p>Prepare in Advance</p>	<p><b><i>Authentic Assessment Meets Portfolios!</i></b></p> <p>Guest speaker Debra Hand, DESE, MCAS-Alt Program Specialist</p> <p>IMPORTANT!</p> <p>In preparation, Look at General Standard 4 and General Standard 8 in ELA in the Resource Guide 2006, which is the most current version.</p> <p><a href="http://www.doe.mass.edu/mcas/alt/resources.html">http://www.doe.mass.edu/mcas/alt/resources.html</a></p> <p>In addition, please look at the Sample Portfolios available on the website. Finally, please glance at Educators Guide 2013 on class wiki or DESE website. Read the “New and Notable” on pages 1-2, “Guidelines for IEP Team Decision Making” on pages 9-11 and then “Guidelines for Collecting Data on Student Performance” pages 37-42. If you are new to alternate assessment, this will give those who have never constructed a portfolio a little flavor without totally overwhelming you. For those who have completed portfolios, the scoring rubrics would helpful to review.</p>
7:00 – 7:30	Dinner Break
7:30 – 9:30	<p>Using Alternate Assessment Data Collection Tools</p> <ul style="list-style-type: none"> <li>• Jig saw approach to review of several tools</li> <li>• Small group presentations</li> </ul>
Readings	<p>Pugliese, M. (2007) <i>Set the Stage for Success!</i>, Closing the Gap, February/March 2007, Vol. 25, No. 6. And</p> <p>Pugliese, M. (2002). <i>Using Stages to create meaningful and effective alternative assessment portfolios</i>. Special Education Technology Practice, 4(4), 35-39.</p> <p>DESE Educator’s Guide to Alternate Assessment 2013</p> <p><a href="http://www.doe.mass.edu/mcas/alt/resources.html">http://www.doe.mass.edu/mcas/alt/resources.html</a></p>

**Saturday and Sunday #2:**

Implementation Strategies and Best Practice Models

Curriculum Software Review Projects

Accessible Software Curriculum Library Marathon and Creating Draft Alternate Assessment Portfolio

8:30 – 12:30	<b><i>Software and Mobile Device Apps Marathon</i></b> Finding and reviewing accessible curriculum software and apps
Ongoing	Lunch Break
12:30 – 4:30	Ongoing accessible curriculum software marathon Work with Mads on your draft Assistive Technology Evaluation Report and Apps Case Study
In class Assignments	1) Software Review Table assignment for already reviewed programs 2) Mobile device recommendations project 3) Mobile device tutorial project 4) Apps consideration checklist and Case Study draft
Readings	Ault, Melinda J. and Bausch, Margaret (Eds). <u>Apps for All Students: A Teacher's Desktop Guide</u> . Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2012.